



# Cactus Shadows High School

Cave Creek Unified District

5802 E. Dove Valley Road, Cave Creek, AZ 85327

Mailing Address: P.O. Box 426, Cave Creek, AZ 85327

ARIZONA  
School Report Card  
2001-02

**Principal:** Mr. Steve Knight

**Schedule:** 7:15 AM to 4:00 PM

**Web Address:** [www.ccusd93.org](http://www.ccusd93.org)

**E-mail:** [mbarrett@ccusd93.org](mailto:mbarrett@ccusd93.org)

**Grades:** 9-12

**2001 Enrollment:** 1259

**Phone:** (480) 575-2400

**Fax:** (480) 488-6701

## ▼ School Overview ▼

### Mission

The Cave Creek Unified School District educates, challenges and encourages all students to become thinking, responsible, contributing citizens who continue to learn throughout their lives. Cactus Shadows High School's academic environment is a desert-sensitive facility in an aesthetically appealing setting. We offer programs commendable by any standards, and are accredited by North Central Association. CSHS is proud of the academic achievement of its students.

### Organization and Philosophy

- w Site-based Decision Making
- w Quality Programs with Top Professionals
- w Taking Care of the Hearts of Our Kids
- w Parents are Active Partners

### Instructional Programs

- w Wayland Baptist University On-site
- w Rio Salado Dual Enrollment Programs
- w Advanced Placement Programs
- w Comprehensive Honors Programs
- w Youth Transitional Programs (YTP)
- w District Internships & School-to-Work
- w Pursuing Victory with Honor
- w Immersion

### School/Academic Goals

- w Responsibility and Respect for Self: Students will be responsible learners in the classroom and make responsible decisions at school and in their future workplace.
- w Use of Technology: Students applying technological skills to access information for research; format long-term projects using word processing; using computers as a resource tool to support quality teaching strategies across the curriculum.
- w Writing Across the Curriculum: High school teachers in all content areas are trained in Six Trait Writing skills. All content areas are focused on increasing student success on AIMS and other district assessments.
- w Review of Flexible Scheduling: In the second year of research and collection of data about flexible scheduling options. Proposal for a two-week trial run of flexible schedule and open forums will occur during the 2001-02 school year.

### Enrollment

October 1, 2000 School Year Student Enrollment:	1106
Accepting New Students in 2001-02 Under Open Enrollment Law <sup>1</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	34

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

2 School Administrator(s)  
 2 Non-certified Employee(s)  
 4 Teacher(s)  
 2 Parent(s)  
 1 Community Member(s)  
 3 Student(s)

### Council Duties

w Parent/Educator Relations  
 w School Climate  
 w School Safety Issues  
 w Communications  
 w Technology  
 w Campus Beautification Project

## ▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	4.00	Teacher	69.00
Other Professional Staff	9.00	Teacher Aide	8.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	23	2	0	0
4 to 6 years	16	3	0	1
7 to 9 years	7	7	0	0
10 or more years	3	8	0	0

## ▽ Shared Responsibilities ▽

### School

The administration communicates with parents by way of newsletters, open house, progress reports mailed every 4 1/2 weeks and semi-annual parent-teacher conferences. The district Code of Conduct as well as a CSHS Student/Parent Handbook is distributed each year to all students defining the responsibilities, rights and limitations of students, and outlining a procedural code for dealing with violations. Academic standards are set high and promoted as such.

### Parents

It is the responsibility of parents to provide the school with current telephone numbers of where they may be contacted. Parents and students must recognize the direct relationship which exists between academic success and regular school attendance. The ultimate responsibility of school attendance rests with students and parents, with the school assisting them to fulfill that responsibility.

## ▽ Transportation Policy ▽

Bus transportation is provided for all students residing more than one mile walking distance from the school. Transportation is provided throughout the district's 144-square miles from Jomax Road on the south to Jenny Lynn Road on the north and 40th Street on the west to 136th Street on the east. Special education transportation also is provided.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	176	<b>First Day of School:</b>	8/15/01
<b>Average Daily Instruction Time:</b>	6 hrs. 0 min.	<b>Last Day of School:</b>	5/23/02

**Operates on Traditional Schedule**

### Report Card Release Dates

10/15/01	12/30/01	3/11/02	5/30/02
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### Additional Calendar/Report Card Information

Student progress reports are mailed every 4 1/2 weeks.

## ▽ Resources Available at School Site ▽

### Nutrition Programs

Federal food programs available to eligible<sup>2</sup> students:

Breakfast - No      Lunch - Yes      Summer Food - No

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

### Special Facilities

W Desert Preserve--15 Acres	W Four Computer Labs
W Preschool Lab	W Performing Arts Center

### Extracurricular Activities

W Student Government	W Key Club Service Club
W Drama/Art Alliance	W Spanish National Honor Society
W Athletics - 17 Programs	W National Honor Society
W Ambassadors	W Unitown

### School/Community Resources

W Parent Network/Kids Count	W Preschool On Site
W Summer School	W Afterschool Program
W Counseling Services	W Senior Age Band
W Crisis Intervention	W Driver Education Programs

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

### 2000-01 School Achievements/Accomplishments

- |  |  |
|--|--|
| <p>w District commitment toward Six-Trait Writing skills across the curriculum. Class of 2003 (Juniors): To-date AIMS writing-88% met or exceeded standards; AIMS reading-89% met or exceeded standards. AIMS prep classes available for students at risk.</p> | <p>w National Merit Scholarship finalist and semi-finalists; All-State band and choir finalists; Naval Academy appointment; over 100 scholar athletes and teams were recognized for 3.0 GPA or higher. Regional and state athletic awards.</p> |
| <p>w \$1.5 million in scholarship monies awarded to the class of 2001. Ninety percent (90%) of seniors go on to technical training, community college or postsecondary universities.</p>   | <p>w Special Olympics - Individual and team awards Bowling. Forensics state finalists and national participants. DECA state award recognition.</p>   |

### Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	94.8 %	93.5 %	94.2 %
<b>Transfers Out</b> <sup>3</sup>	13.5 %	16.2 %	16.0 %	20.6 %
<b>Transfers In</b> <sup>4</sup> : Within District	0.3 %	3.4 %	2.8 %	3.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	4.0 %	6.3 %	5.9 %	7.9 %
<b>Promotion Rate</b> <sup>5</sup>	98.9 %	98.7 %	98.1 %	94.2 %
<b>Retention Rate</b> <sup>6</sup>	1.1 %	1.3 %	1.9 %	5.4 %
<b>Dropout Rate</b> <sup>7</sup>	4.4 %			11.1 %
<b>Status Unknown</b> <sup>8</sup>	2.4 %			6.7 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

<sup>5</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
National Merit Finalist and Semifinalists	2001
Scholar Athlete and Team Awards	2001
#1 in State AIMS--Reading Scores	2000
Top 5 in State AIMS--Writing Scores	2001

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2000-01

Grade 10 (Class of 2003) <sup>2</sup>		Number Tested <sup>3</sup>	MS	FFB	A	M	E	C
Reading	School	274	543	0%	11%	60%	27%	NA
	State	49321	519	10%	22%	53%	15%	NA
Writing	School	291	503	1%	44%	54%	0%	87%
	State	51109	480	16%	49%	34%	1%	68%
Mathematics	School	261	499	28%	28%	32%	13%	NA
	State	47215	479	50%	19%	21%	10%	NA

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

<sup>3</sup>\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard
- C - Percent of students who completed AIMS requirement. There are two ways to meet the AIMS requirements for high school writing: (1) the student scores at either the "Meets the Standard" or the "Exceeds the Standard" performance level; (2) the student scores at the "Approach the Standard" performance level and obtains an average trait score of at least 4. Students who complete the requirements do not need to retest. This percentage includes students who meet the requirements either way.

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

### Stanford 9 Percentile Rank Scores

		1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
Grade	Content Area	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
9	Reading	99	52	43	100	60	44	97	63	43	91	61	43	91	61	43
	Language	98	45	37	100	55	39	100	59	39	93	61	40	92	57	41
	Mathematics	96	74	54	100	70	57	100	72	57	90	72	59	92	75	61
10	Reading	94	47	42	95	53	42	88	56	42	91	58	42	--	--	--
	Language	97	54	43	96	55	43	90	60	44	89	61	44	--	--	--
	Mathematics	95	65	46	96	65	47	93	56	49	90	63	50	--	--	--
11	Reading	82	60	46	92	59	46	88	61	44	81	63	45	--	--	--
	Language	83	54	42	92	53	43	88	57	42	84	59	44	--	--	--
	Mathematics	82	70	49	91	71	51	87	66	52	77	64	55	--	--	--

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.**

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

CSHS has a School Resource Officer on-site from Scottsdale Police. Her responsibilities include classroom education about school and community law, as well as campus assistance to the dean. Our SRO and the Scottsdale Police designed and implemented the Crisis Management Plan for the Cave Creek Unified School District.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,307	\$2,381,892
Classroom Supplies	\$56	\$58,200
Administration	\$520	\$536,982
Support Services-Students	\$446	\$460,657
Other Support Services and Operations	\$1,254	\$1,294,568
Total Expenditures- All Categories 1999-2000	\$4,584	\$4,732,299

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

**Total Amount Awarded to School District/Charter Holder \$182,926.00 [\$36.02 per Student x Enrollment (ADM)].**

### Trigger Fund Usage for Classroom Enhancement \*

NDS

\* Information is self-reported by the district and is unaudited.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Steve Knight	(480) 575-2400	
<b>Transportation Policy</b>	Cathy Erwin	(480) 575-2081	
<b>Community Resources</b>	Jeri Robertson	(480) 575-2062	
<b>School Nutrition Programs</b>	Debbie Silver	(480) 575-2400	
<b>Parent Organization</b>	Nancy Adams	(480) 575-2401	
<b>Student Health/Nurse</b>	Lynn Ward	(480) 575-2400	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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